

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Andrew Avenue School
Naugatuck School District**THERESA FORISH, Principal
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Naugatuck,
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: K- 4

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 227

5-Year Enrollment Change: -7.7%*

*Between 2002 and 2007, was redistricted, grades changed

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	80	35.2	38.1	34.2
K-12 Students Who Are Not Fluent in English	23	10.1	5.5	7.0
Students with Disabilities	13	5.7	10.9	10.9
Students Identified as Gifted and/or Talented	4	1.8	2.6	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	22	66.7	75.4	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	157	80.9	86.4	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	981	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Type of Kindergarten: This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	16.0	17.5	18.3
Grade 2	19.3	19.7	19.3
Grade 5	N/A	N/A	N/A

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art ¹	32	29
Computer Education ¹	12	14
English Language Arts ¹	544	496
Health	7	19
Library Media Skills ¹	20	18
Mathematics ¹	212	198
Music	32	30
Physical Education	41	36
Science ¹	41	70
Social Studies ¹	40	68
World Languages	0	6
	N/A	N/A
	N/A	N/A

World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch

An average of 30 minutes is provided for lunch during full school days.

¹Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	10.1	5.5	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	76.9	78.2	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.7	4.2	3.3
% of Computers with Internet Access	100.0	92.3	99.0
% of Computers that are High or Moderate Power	100.0	83.4	94.6
# of Print Volumes Per Student*	19.8	18.6	28.2
# of Print Periodical Subscriptions	4	3	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	14.82
Paraprofessional Instructional Assistants	3.50
Special Education: Teachers and Instructors	1.00
Paraprofessional Instructional Assistants	2.00
Library/Media Specialists and/or Assistants	0.50
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	5.00

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	6.5	14.0	13.3
% with Master's Degree or Above	50.0	76.2	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	5.5	8.5	8.6
% Assigned to Same School the Previous Year	70.0	77.9	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Andrew Avenue School we are committed to supporting the family's role in the education of our students. This year the school held several "literacy nights" where the Reading Consultant and her assistants presented information to parents on how they could encourage and support reading. In addition, the Reading Consultant meets one-on-one with parents throughout the school year. She has found that by reaching out to parents on an individual basis she has improved parent support for students in the Remedial Reading Program. For many reasons, including the fact that many parents are not fluent in English, we have found that it is very important to build relationships with parents one family at a time. The school keeps communication open between parents and the school through a monthly school newsletter, and monthly classroom newsletters. In addition, there are two formal conferences each year to keep parents up-to-date on their child's progress. We also have a very involved and dedicated parent group that has been instrumental in providing enriching experiences for our students through cultural programs, field trips and school based educational programs. The parent group also hosted two book fairs and sponsored RIF this past school year. In addition, the school also has a very active group of volunteers that work countless hours in the school supporting an array of activities. Finally, this school year a classroom teacher and one of the reading assistants collaborated to create a parent portal on our school website. The portal is a very comprehensive site that supports our parent involvement goals. The site has many wonderful links to help parents learn more about how children learn and develop, learn about the academic expectations for their children, has an overview of Response to Intervention and additional links, a health and nutrition page, a page that explains our STAR behavior program, a page that gives parents information on how they can get involved at the school, and a page of news from the school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.4
Asian American	18	7.9
Black	9	4.0
Hispanic	45	19.8
White	154	67.8
Total Minority	73	32.2

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: 20.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Andrew Avenue School fosters an environment in which each child is treated as special and unique and his/her cultural diversity is celebrated. Throughout the school year many formal and informal occasions arise to celebrate cultural diversity. Andrew Avenue School has students from many foreign countries that speak different languages from Indian dialects to Portuguese; teachers take every opportunity to include the cultures of the students in the classroom in celebrations throughout the year. In addition, teachers address diversity through classroom novels, social studies units, and studying historical people. Also, throughout the school year assemblies are held which celebrate various cultures and foreign lands. This school year the faculty and staff implemented a school-wide positive behavior support system to support a culture of respect in our diverse school. This school-wide program insured that there were clear and consistent expectations in all settings of the school, including the bus. The system focused on positive reinforcement, acknowledging positive behavior with recognition and special privileges, and having corrective consequences. Each morning we began the day with all of the students saying the STAR Pledge: "I promise to always be safe, try my best, have an awesome attitude, and respect myself and others. I will be a STAR student." At the end of each month we had a STAR assembly and recognized the STAR students. On average 65% of the students in the school had perfect STAR behavior each month and another 20% had near perfect STAR behavior. Students accumulated STAR beads on their backpack pins and were very proud of the number of stars they had. The STAR program has a very positive impact on the school's culture.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	27.1	21.5	33.6	39.6
Grade 6	N/A	N/A	N/A	N/A

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	65.9	46.4	54.6	68.0
Writing	69.6	55.7	62.5	61.4
Mathematics	68.8	60.1	62.8	55.6
Grade 4 Reading	40.0	50.0	60.7	22.6
Writing	40.8	55.1	64.2	17.1
Mathematics	26.5	57.0	63.6	10.6
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	94.3	96.9	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 6 students were responsible for these incidents. These students represent 2.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	0	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	2	0
Total	9	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

This past school year we focused on three priorities; improving reading proficiency, improve teachers' planning and implementation of reading instruction, and using both qualitative and quantitative data to drive reading instruction. Some of the goals we accomplished this year that aligned with our priorities were that all grade level teams worked collaboratively to plan and implement conceptual reading units that included whole group and aligned small group instruction, with a focus on open ended response, and all grade level teams collaboratively developed common formative assessments for each unit. The teaching staff also received meaningful professional development with experts like Nancy Boyles, a data facilitator from ACES, and several school based teams going out for professional development and coming back to share what they had learned. This combined with the time teacher were given to develop their conceptual units and meet to analyze student work resulted in a great deal of professional growth for the teaching staff.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.
